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## ABSTRACT

The annotated bibliography on Gifted--Teaching Methods/Curriculum/Teacher Training contains approximately 75 abstracts and associated indexing information for documents or journal articles published from 1955 to 1975 and selected from the computer files of the Council for Exceptional Children's Information Services and the Education Resources Information Center (ERIC). It is explained that titles were chosen in response to user requests and analysis of current trends in the field. Abstracts include bibliographic data (identification or order number, publication date, author, title, source or publisher, and availability); descriptors indicating the subject matter covered; and a summary of the document's contents. Also provided are instructions for using the bibliography, a list of journals from which articles were abstracted, and an order form for ordering microfiche or paper copies of the documents through the ERIC Document Reproduction Service. (JM)

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## Gifted-Teaching Methods/Curriculum/ Teacher Training

A Selective Bibliography

CEC Information Services and Publications  
An ERIC Clearinghouse  
The Council for Exceptional Children  
1920 Association Drive  
Reston, Virginia 22091

Exceptional Child Bibliography Series No. 661

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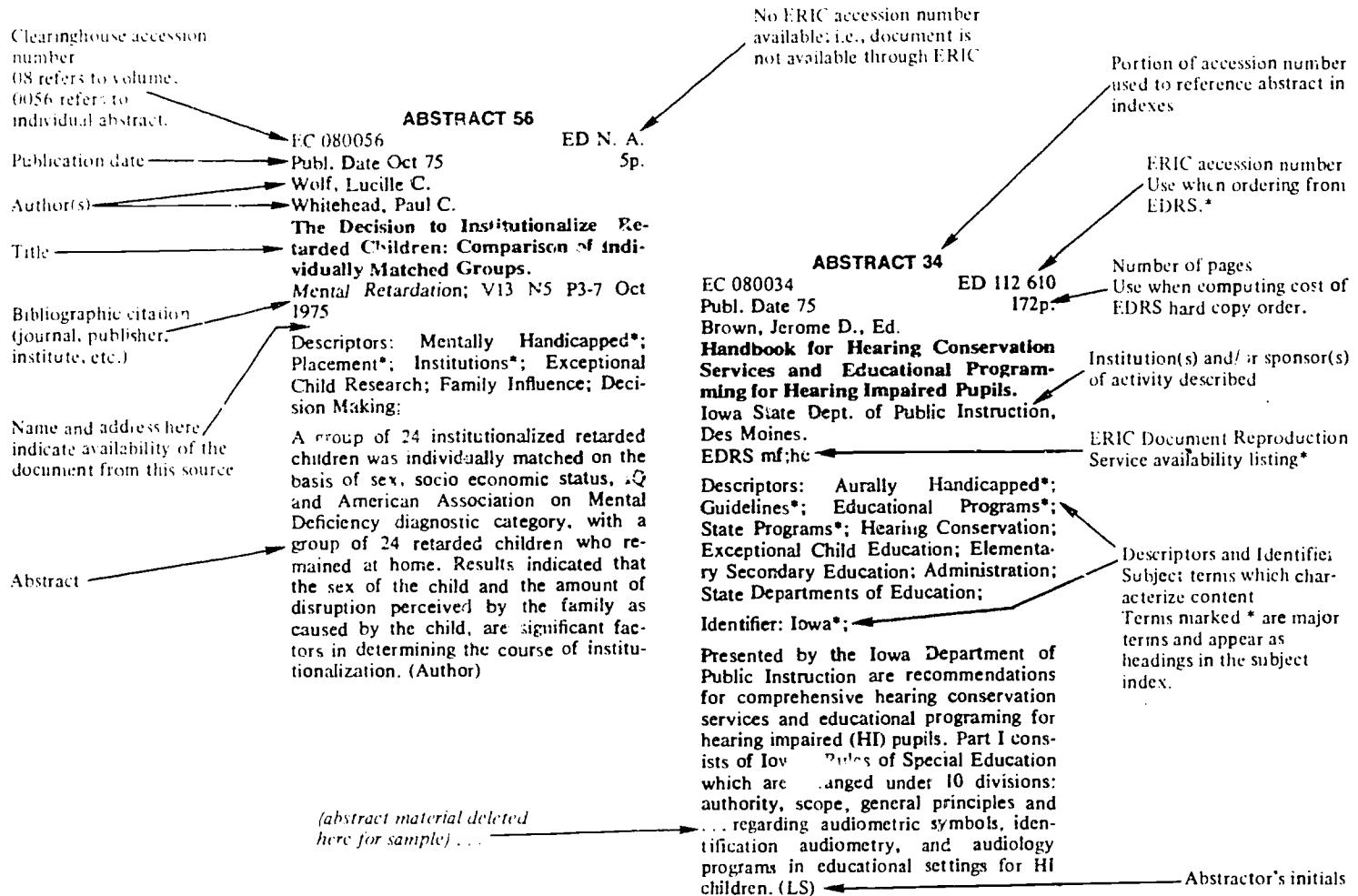
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## CEC Information Center Journal Collection

The CEC Information Center regularly receives more than 200 journals which are examined for material concerning exceptional children. Articles judged to meet established criteria are abstracted, indexed and published in *Exceptional Child Education Abstracts (ECEA)*. Some of these articles are indexed and submitted also for announcement in *Current Index to Journals in Education (CIJE)*, an Educational Resources Information Center (ERIC) publication. The following list (current May 1976) is representative of journals currently received.

- \*Academic Therapy, 1539 Fourth Street, San Rafael, California 94901
- ACTA Symbolica, University of Akron, Akron, Ohio 44304
- Adolescence, PO Box 165, 391 Willets Road, Roslyn Heights, New York 11577
- \*American Annals of the Deaf, 5034 Wisconsin Avenue NW, Washington DC 20016
- American Education, 400 Maryland Avenue SW, Washington DC 20202
- American Educational Research Journal, 1126 16th Street NW, Washington DC 20036
- American Journal of Art Therapy, 6010 Broad Branch Road, Washington DC 20015
- American Foundation for the Blind Research Bulletin, 15 West 16th Street, New York, New York 10011
- \*American Journal of Diseases of Children, 535 North Dearborn Street, Chicago, Illinois 60610
- \*American Journal of Mental Deficiency, 19 Sheridan Avenue, Albany, New York 12210
- American Journal of Nursing, 16 Columbus Circle, New York, New York 10019
- \*American Journal of Occupational Therapy, 6000 Executive Boulevard, Suite 300, Rockville, Maryland 20852
- \*American Journal of Orthopsychiatry, 1790 Broadway, New York, New York 10019
- Archives of Otolaryngology, 535 North Dearborn Street, Chicago, Illinois 60610
- Arithmetic Teacher, 1201 16th Street NW, Washington DC 20036
- ASHA, 9030 Old Georgetown Road, Washington DC 20014
- Audecibel, 24261 Grand River Avenue, Detroit, Michigan 48219
- Auditory & Hearing Education, 15300 Ventura Boulevard, Suite 301, Sherman Oaks, California 91403
- Audiovisual Instruction, 1201 16th Street NW, Washington, DC 20036
- Australian Children Limited, Box 91, Brighton 5048, South Australia
- \*Australian Journal of Mental Retardation, \*\*P.O. Box 255, Carlton, South Victoria 3053, Australia
- AVISO, Newark State College, Union, New Jersey 07083
- \*\*Behavior Therapy, 111 Fifth Avenue, New York, New York 10003
- Behavior Today, Ziff-Davis Publishing Co., 1156 15th Street NW, Washington DC 20036
- Behavioral Disorders, Council for Children with Behavior Disorders, Indiana University, Bloomington, Indiana 47401
- British Journal of Disorders of Communication, 4345 Annandale Street, Edinburgh EH7 4 AT, Scotland
- British Journal of Mental Subnormality, Monyhull Hospital, Birmingham B30 3QB, England
- British Journal of Physical Education, Ling House, 10 Nottingham Place, London W1M 4 AX, England
- Bulletin of the Orton Society, 8415 Bellona Lane, Suite 204, Towson, Maryland 20402
- Bulletin of Prosthetics Research, US Government Printing Office, Washington DC 20402
- \*Bureau Memorandum, 126 Langdon Street, Madison, Wisconsin 53702
- CSMR Bulletin, 345 Campus Towers, Edmonton, Alberta, Canada
- Canada's Mental Health, Information Canada, Ottawa K1A 0S9, Canada
- CEDR Quarterly, Phi Delta Kappa, PO Box 789, Bloomington, Indiana 47401
- Child Care Quarterly, 2852 Broadway, Morningside Heights, New York 10025
- Child Development, 5750 Ellis Avenue, Chicago, Illinois 60637
- \*Child Psychiatry & Human Development, 2852 Broadway, Morningside Heights, New York 10025
- Child Welfare, 67 Irving Place, New York, New York 10003
- Childhood Education, 3615 Wisconsin Avenue NW, Washington DC 20016
- Children Today, US Government Printing Office, Washington DC 20402
- Children's House, Box 111, Caldwell, New Jersey 07006
- Colorado Journal of Educational Research, University of Northern Colorado, Greeley, Colorado 80631
- Communication Education (formerly Speech Teacher) Speech Communication Association, Statler Hilton Hotel, New York, New York 10001
- Compact, 300 Lincoln Tower, 1860 Lincoln Street, Denver, Colorado 80203
- Day Care & Early Education, 2852 Broadway, New York, New York 10025
- Deaf American, 5125 Radnor Road, Indianapolis, Indiana 46226
- Deficiency Mentale/Mental Retardation, York University, 4700 Keele Street, Downsview, Ontario M3J 1P3, Canada
- Developmental Medicine and Child Neurology, Spastic International Medical Publications, 20-22 Mortimer Street, London W1N 13, England
- Deux Forum, 19 South Waterloo Road, Philadelphia, Pennsylvania 19333
- DSH Abstracts, Gallaudet College, Washington, DC 20002
- Dyslexia Review, The Dyslexia Institute, 133 Gresham Road, Staines, TW18 2AJ, England
- \*Education and Training of the Mentally Retarded, 1920 Association Drive, Reston, Virginia 22091
- Education Digest, PO Box 623, 416 Longshore Drive, Ann Arbor, Michigan 48107
- \*Education of the Visually Handicapped, 919 Walnut St., Fourth Floor, Philadelphia, Pennsylvania 19107
- Educational & Psychological Measurement, Box 6907, College Station, Durham, North Carolina 27708
- Educational Forum, 343 Armory Building, University of Illinois, Champaign, Illinois 61820
- Educational Horizons, 2000 East 8th Street, Bloomington, Indiana 47401
- Educational Leadership, 1201 16th Street NW, Washington DC 20036
- Educational Researcher, 1126 16th Street NW, Washington DC 20036
- Educational Technology, 140 Sylvan Avenue, Englewood Cliffs, New Jersey 07632
- Elementary School Journal, 5801 Ellis Avenue, Chicago, Illinois 60637
- English Journal, 1111 Kenyon Road, Urbana, Illinois 61801
- \*Exceptional Children, 1920 Association Drive, Reston, Virginia 22091
- \*Exceptional Parent, 264 Beacon Street, Boston, Massachusetts 02116
- Family Involvement, Canadian Education Programs, 41 Madison Avenue, Toronto, Ontario M5R 2S2, Canada
- Focus on Exceptional Children, 6635 East Villanova Place, Denver, Colorado 80222
- \*Gifted Child Quarterly, 8080 Springvalley Drive, Cincinnati, Ohio 45236
- Harvard Educational Review, 23 South Main Street, Uxbridge, Massachusetts 01138
- Hearing, 105 Gower Street, London WC1E 6AH, England
- \*Hearing & Speech Action, 814 Thayer Avenue, Silver Spring, Maryland 20910
- Hearing Rehabilitation Quarterly, New York League for the Hard of Hearing, 71 W. 23rd Street, New York, New York 10010
- Human Behavior, PO Box 2810, Boulder, Colorado 80302
- Humanist, 923 Kensington Ave., Buffalo, New York 14215
- Illinois Schools Journal, 6800 South Stewart Avenue, Chicago, Illinois 60621
- Indiana Speech & Hearing Journal, Ball State University, Muncie, Indiana 47306
- Instructor, PO Box 6099, Duluth, Minnesota 55806
- Inter-Clinic Information Bulletin, 317 East 34th Street, New York, New York 10016
- International Child Welfare Review, 1 Rue De Varembe, 1211 Geneva 20, Switzerland
- International Journal of Child Psychiatry, Verlag 10, Basel 13, Switzerland
- International Rehabilitation Review, 219 East 44th Street, New York, New York 10017
- Involvement, PO Box 460, Oak Ridges, Ontario, Canada

\*denotes journals monitored for CIJE.

\*\*denotes copyrighted journals for which ECEA has been granted permission to use author abstracts.

**Journal for Special Educators of the Mentally Retarded**, 171, Center Conway, New Hampshire 03813

\***Journal of Abnormal Child Psychology**, Plenum Publishing Corp., 227 W. 17th Street, New York, New York 10011

\*\***Journal of Abnormal Psychology**, 1200 17th Street NW, Washington DC 20036

\***Journal of Applied Behavior Analysis**, University of Kansas, Lawrence, Kansas 66044

Journal of Applied Rehabilitation Counseling, 1522 K Street NW, Washington DC 20005

Journal of Association for Study of Perception, PO Box 744, De Kalb, Illinois 60115

\***Journal of Autism & Childhood Schizophrenia**, Plenum Publishing Corp., 227 W. 17th Street, New York, New York 10011

Journal of Child Psychology & Psychiatry, Pergamon Press, Elmsford, New York 10523

Journal of Clinical Child Psychology, 111 South Meramec Avenue, No. 208, St. Louis, Missouri 63105

Journal of Communication Disorders, American Elsevier Publishing Co., 52 Vanderbilt Avenue, New York, New York 10014

Journal of Community Health, Human Sciences Press, 72 Fifth Avenue, New York, New York 10014

\*\***Journal of Consulting & Clinical Psychology**, 1200 17th Street NW, Washington DC 20036

Journal of Creative Behavior, 1300 Elmwood Avenue, Buffalo, New York 14222

Journal of Developmental Disabilities, PO Box 8470, Gentilly Station, New Orleans, Louisiana 70182

Journal of Education, Department of Education, Halifax, Nova Scotia

\*\***Journal of Educational Psychology**, 1200 17th Street NW, Washington DC 20036

\*\***Journal of Educational Research**, Box 1605, Madison, Wisconsin 53701

Journal of General Education, 215 Wagner Building, University Park, Pennsylvania 16802

Journal of Learning Disabilities, 5 North Wabash Avenue, Chicago, Illinois 60602

Journal of Marriage & the Family, 1219 University Avenue SE, Minneapolis, Minnesota 55414

Journal of Mental Deficiency Research, 86 Newman Street, London W1P 4 AR, England

Journal of Music Therapy, Box 610, Lawrence, Kansas 66044

Journal of Negro Education, Howard University, Washington DC 20001

\*\***Journal of Nervous & Mental Disease**, 428 East Preston Street, Baltimore, Maryland 21201

\***Journal of Pediatrics**, 11830 Westline Industrial Drive, St. Louis, Missouri 63141

\*\***Journal of Personality Assessment**, 1070 East Angelino Avenue, Burbank, California 91501

Journal of Reading, 6 Tyre Avenue, Newark, Delaware 19711

Journal of Rehabilitation, 1522 K Street NW, Washington DC 20005

Journal of Rehabilitation of the Deaf, 814 Thayer Avenue, Silver Spring, Maryland 20910

Journal of School Health, American School Health Association, Kent, Ohio 44240

\*\***Journal of School Psychology**, 51 Riverside Avenue, Westport, Connecticut 06880

\***Journal of Special Education**, Grune and Stratton, 111 Fifth Avenue, New York, New York 10003

\***Journal of Speech & Hearing Disorders**, 9030 Old Georgetown Road, Washington, DC 20014

\***Journal of Speech & Hearing Research**, 9030 Old Georgetown Road, Washington DC 20014

Journal of Teacher Education, One Dupont Circle, Washington DC 20036

\***Language Speech & Hearing Services in Schools**, 9030 Old Georgetown Road, Washington DC 20014

Lantern, Perkins School for the Blind, Watertown, Massachusetts 02172

Learning, 530 University Avenue, Palo Alto, California 94301

Mathematics Teacher, 1906 Association Drive, Reston, Virginia 22091

\***Mental Retardation**, 5201 Connecticut Avenue NW, Washington DC 20015

Merrill Palmer Quarterly, 71 East Ferry Avenue, Detroit, Michigan 48202

Momentum, 350, One Dupont Circle, Washington DC 20036

Music Educators Journal, 1902 Association Drive, Reston, Virginia 22091

NASSP Bulletin, 1904 Association Drive, Reston, Virginia 22091

National Elementary Principal, 1801 North Moore Street, Arlington, Virginia 22209

The New Beacon, 224 Great Portland Street, London WIN/AA, England

\***New Outlook for the Blind**, 15 West 16th Street, New York, New York 10011

Notre Dame Journal of Education, PO Box 686, Notre Dame, Indiana 46556

Nursing Outlook, 10 Columbus Circle, New York, New York 10019

Optometric Weekly, 5 North Wabash Avenue, Chicago, Illinois 60602

Parents Voice, Journal of the National Society of Mentally Handicapped Children, Pembridge Square, London W2 4EP, England

Peabody Journal of Education, George Peabody College for Teachers, Nashville, Tennessee 37203

\***Pediatrics**, PO Box 1034 Evanston, Illinois 60204

\*\***Personnel & Guidance Journal**, 1607 New Hampshire Avenue NW, Washington DC 20009

Ph Delta Kappan, 8th & Union Streets, Bloomington, Indiana 47401

\*\***Physical Therapy**, 1156 15th Street NW, Washington DC 22005

Pointer, PO Box 131, University Station, Syracuse, New York 13210

Psychology in the Schools, 4 Conant Square, Brandon, Vermont 05733

Psychology Today, PO Box 2990, Boulder, Colorado 80302

Quarterly Journal of Speech, Speech Communication Association, Statler Hilton Hotel, New York, New York 10001

\*\***Reading Research Quarterly**, 6 Tyre Avenue, Newark, Delaware 19711

Reading Teacher, 6 Tyre Avenue, Newark, Delaware 19711

Rehabilitation Digest, One Yonge Street, Suite 2110, Toronto Ontario M5E 1E8, Canada

Rehabilitation Gazette, 4502 Maryland Avenue, St. Louis, Missouri 63108

\***Rehabilitation Literature**, 2023 West Ogden Avenue, Chicago, Illinois 60612

Rehabilitation Teacher, 88 St. Stephen Street, Boston, Massachusetts 02115

Remedial Education, 5 Netherlee Street, Glen Iris, Victoria 3146, Australia

Review of Educational Research, 1126 16th Street NW, Washington, DC 20036

\*\***Scandinavian Journal of Rehabilitation Medicine**, Gamla Brogatan 26, Box 62, S-101 20 Stockholm 1, Sweden

Schizophrenia Bulletin, 5600 Fishers Lane, Rockville, Maryland 20852

School Media Quarterly, 1201-1205 Bluff Street, Fulton, Missouri 65251

\***Sight Saving Review**, 79 Madison Avenue, New York, New York 10016

Sign Language Studies, Linstock Press, 9306 Mintwood St., Silver Spring, Maryland 20901

\***Slow Learning Child**, St. Lucia, Brisbane 4067, Australia

\*\***Social Work**, 49 Sheridan Avenue, Albany, New York 12210

Southern Journal of Educational Research, Box 107, Southern Station, Hattiesburg, Mississippi 39401

Special Children, American Association of Special Educators, 107-20 125th Street, New York, New York 11419

\***Special Education: Forward Trends**, National Council for Special Education, 12 Hollycroft Avenue, London NW3 7QL, England

Special Education in Canada, Parkway V.S., 1 Danforth Avenue, Toronto, Ontario, Canada

Speech Monographs, Speech Communication Association, Statler Hilton Hotel, New York, New York 10001

Teacher, 22 West Putnam Avenue, Greenwich, Connecticut 06830

Teacher of the Blind, Royal School for the Blind, Church Road North, Wavertree, Liverpool L156TQ, England

Teacher of the Deaf, 50 Topsham Road Exeter EX2 4NF, England

Teachers College Record, 525 West 120th Street, New York, New York 10027

\*\***TEACHING Exceptional Children**, 1920 Association Drive, Reston, Virginia 22091

\***Volta Review**, 3417 Volta Place NW, Washington, DC 20007

Young Children, 1384 Connecticut Avenue NW, Washington, DC 20009

## TEACHING METHODS

### ABSTRACT 1592

EC 003 285 ED N.A.  
Publ. Date 11 Oct 67 27p  
Beck, Joan

**How to Raise a Brighter Child: The Case for Early Learning.**  
EDRS not available  
Trident Press, Rockefeller Center, 630 Fifth Avenue, New York, New York 10020 (\$5.95).

Descriptors: early childhood education; learning; environmental influences; teaching methods; infants; preschool children; child rearing; intellectual development; parent role; intelligence; reading; creativity; health; prenatal influences; injuries; infectious diseases; gifted; Montessori

The case is made for early learning, and suggestions are presented to assist parents in providing stimulating care and environment for their preschool children. Research evidence is frequently cited. The parent is described as the child's first teacher; why the parent can raise a brighter child and how the home atmosphere can foster intelligence are discussed. Methods are detailed for children from birth to 18 months, 18 months to 3 years, and 3 to 6 years. Further areas considered include reading for the preschooler, creativity, Montessori techniques, safe guarding the child's brain, and prenatal care. Finally, the joys of having a bright child are detailed. (LE)

### ABSTRACT 372

EC 004 141 ED N.A.  
Publ. Date Spr 69 7p.  
Sonntag, Joyce  
**Sensitivity Training with Gifted Children.**  
EDRS not available  
Gifted Child Quarterly; V13 N1 P51-7  
Spr 1969

Descriptors: exceptional child research; gifted; sensitivity training; interpersonal relationship; self evaluation; group therapy; physical activities; emotional development; groups; training techniques

Twenty-six gifted children (ages 9 and 10) volunteered for a 1-month summer workshop to experiment with the use of techniques derived from sensitivity training concerned with facilitating growth, venturing, and creativity. The techniques of Gestalt therapy, theater, encounter groups, imagination games, creative movement, and gymnastics were used. Objectives were to develop soft talent (responsiveness to environment in other than intellectual terms) by providing experiences in attending, receiving, responding, and valuing. No negative psychological experiences were known to have resulted from participation. Results were only suggestive due to the small number involved and the time limitation (48 hours of training), but it was found that the children did become involved, and there was evidence of increased self awareness and acceptance of self and others. It is suggested that teachers begin to use an adaptation of

sensitivity training without waiting for definite research results. Six acknowledgements are made and six references cited. (EC)

### ABSTRACT 824

EC 004 489 ED 032 590  
Publ. Date 65 102p.  
Lorraine, E. Paul

**Gifted Children in the Classroom.**  
EDRS not available  
The MacMillan Company, 866 Third Avenue, New York, New York 10022.

Descriptors: exceptional child education; creativity; gifted; teaching methods; educational philosophy; intelligence; intellectual development; educational objectives; identification; motivation; grouping (instructional purposes); early childhood education; creative reading; creative ability; research skills; teacher improvement; curriculum development; kindergarten children

Highlighting some of the newer understandings about the nature of giftedness, the goals of educating gifted children, problems of identification and motivation, and development of giftedness during the preschool years, chapters are devoted to the development of creative readers and to the teaching of research concepts and skills. The final chapter includes a challenge to teachers of gifted children to search for their own unique ways of teaching, and offers some suggestions to facilitate the process of becoming an effective teacher of gifted children. (Author/WW)

### ABSTRACT 1348

EC 002 569 ED 001 196  
Publ. Date 63 51p.  
**Handbook for Teachers of Classes for Gifted.**  
Indianapolis Public Schools, Indiana, Special Education Department  
EDRS mf,he

Descriptors: exceptional child education; gifted; administration; teaching methods; instructional materials; elementary grades; junior high school students; program planning; literature; student research; typewriting; student evaluation; scheduling; French; curriculum

Information about a program for gifted pupils is provided. Areas contained are identification of gifted pupils, requirements and procedures for enrollment in special classes, outstanding features of the program, and its administration and supervision. Some of the special features of the program which are given particular attention are literature, individual research projects, beginning typing instruction, French, and homework assignments. Methods that have proven successful in developing good study habits, creative and critical thinking, self appraisal and self direction, courtesy, and a respect for the ability of others have been carefully evaluated and specific suggestions for their use are included in the sections on literature and research projects. Various aids for teachers of gifted pupils are included. Sample daily programs for each of the fifth,

sixth-, and junior high-grade levels are inserted as guides. Suggested books and supplies for implementing the program, reference books for teachers, and booklets for pupils of different grade levels are also included.

### ABSTRACT 3453

EC 005 967 ED 041 417  
Publ. Date Mar 69 67p.  
Dallenbach, Jan E.; DeYoung, Kenneth N.

**Special Education for the Gifted through Television.**

Educational Research And Development Council Of Northeast Minnesota, Duluth

Office Of Education (DHEW), Washington, D. C., Bureau Of Elementary And Secondary Education

EDRS mf,he  
OEG-3-7-703-260-4955  
BR-67-3260

Descriptors: exceptional child research; gifted; televised education; teaching methods; educational television; audiovisual instruction; education; elementary school students; gifted identification; rural education

A project was undertaken to study the effects of in-school television programs on gifted 5th and 6th grade students in rural northeastern Minnesota. Ten inservice training workshops on the education of the gifted were held, and T.V. programs were developed (one series for the students on content, another stimulating thought processes). A battery of pre and posttests were administered to 1556 gifted students, and statistical analyses of comparisons between the pre and posttest results and between the control and experimental groups are included. Numerous descriptive, inferential, and cluster analyses were made. On four posttests, certain subgroups of students exposed to the T.V. programs showed greater average gains than the control students, while in five instances, certain categories of the experimental students made smaller average gains. Schools' reactions were also surveyed by questionnaire, and the resulting conclusions and extrapolated recommendations are presented. (KW)

### ABSTRACT 2089

EC 03 2089 ED N.A.  
Publ. Date 70 10p.  
Engle, John D., Jr.

**Giftedness and Writing: Creativity in the Classroom.**

EDRS not available  
Gifted Child Quarterly; V14 N4 P220-9  
Winter 1970

Descriptors: exceptional child education; gifted; creative writing; writing skills; teaching methods; motivation

As a senior high school instructor of creative writing, the author relates his experience in motivating and guiding his students. Methods of motivation are described, and procedures for submitting work for possible publication are delineated. The author stresses the importance

of freedom and creativity, rather than the instruction of rules and grammar. (RD)

#### ABSTRACT 2565

EC 03 2565 ED N.A.  
Publ. Date 55 49p.  
Birch, Jack W.; McWilliams, Earl M.  
**Challenging Gifted Children.**  
EDRS not available  
Bobbs-Merrill Company, Inc., 4300 West  
62nd Street, Indianapolis, Indiana 46268  
(\$1.00).

**Descriptors:** exceptional child education; gifted; enrichment; class activities; teacher role; teaching methods

Information is presented to aid the regular classroom teacher who has one or more gifted students in a heterogeneous class. Following introductory discussions of giftedness, enrichment, and identification of gifted children, gifted children and the role of their teachers at the primary, intermediate, and high school levels are examined. Practical suggestions which do not require major changes in school organization or extensive teacher preparation and which can be applied directly by the classroom teacher to augment the gifted student's education are offered. Suggestions are made for each of the major subject areas at each level of instruction. (KW)

#### ABSTRACT 2577

EC 03 2577 ED 051 606  
Publ. Date 70 48p.  
Covey, Barbara L.  
**Teaching Gifted Students English Usage in Grades Seven Through Nine.**  
California State Department of Education, Sacramento, Division of Special Education  
Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.  
EDRS mf, hc

**Descriptors:** exceptional child education; gifted; English; junior high school students; curriculum design; teaching methods; communication (thought transfer); laboratories; inductive methods; discovery learning; cognitive ability; California

Intended to assist English teachers of junior high gifted students whose mental ability is in the top 2% of all students, the publication explores certain aspects of the California English curriculum and identifies possible directions in English instruction, in which approaches are based upon curricular developments emphasizing the process of inquiry. Both techniques and content in the study of English usage are examined. Increasing the relevance of course content is seen to be possible through thematic or generic structuring of content based on significant works of literature and by concern with communication in all its forms and via all media. Discovery methods similar to those used in newer physical science courses are recommended, as are communications or media laboratories, for promoting an inductive study of language in all its forms of communication and for relating course content to the needs of gifted students in this age and to the development of high-level skills. (KW)

#### ABSTRACT 1517

EC 04 1517 ED 060 589  
Publ. Date 70 61p.  
Nicholson, Margaret

**Teaching Gifted Students Literature and Language in Grades Nine Through Twelve.**

California State Department of Education, Sacramento, Division of Special Education  
Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.  
EDRS mf, hc

**Descriptors:** exceptional child education; gifted; English; senior high school students; literature; teaching methods; program design

The examination of literature and language instruction for gifted senior high school students begins with an explanation of the philosophy of such an instructional program. Each general discussion of subject matter content (literature and language) is followed by specific examples of how to develop higher intellectual skills in each area. Additional chapters treat the kinds of students gifted in English, operational and administrative procedure in conducting literature and language programs for the gifted, and the evaluation of English gifted programs. (KW)

#### ABSTRACT 1994

EC 04 1994 ED 062 744

Publ. Date Apr 72 43p.  
Verbeke, Maurice G.; Verbeke, Karen A.

**Discovery and Inquiry: Their Relevance as Approaches for Teaching the Gifted.**

Educational Improvement Center, Pitman, New Jersey  
EDRS mf, hc

**Descriptors:** exceptional child education; gifted; educational methods; discover; learning; inductive methods; classroom environment; teacher role

The innovative educational techniques of discovery and inquiry learning and their relevance to the education of academically gifted children are discussed. Following discussion of various definitions of discovery and inquiry, the two terms are dealt with synonymously to avoid confusion. Brief historical background information is given on the growth of discovery and inquiry as educational techniques. Examined are the relationship of these teaching approaches to theory and also the rationale for implementing such techniques in the education of the gifted. Application of the methods in the classroom is considered in terms of the characteristics which must be present in the classroom and learning environment, tools and materials which facilitate the approach, and teacher functions. Recent research concerning the two teaching methods is reviewed and listed are some current programs that specifically use the discovery-inquiry approach in their methodology. (KW)

#### ABSTRACT 2134

EC 04 2134 ED 063 699

Publ. Date (63) 30p.  
Mallinson, Thomas J.

#### A Comparative Study of Four Types of Treatment in Improving Adjustment and School Achievement of Gifted Underachievers.

Ontario Board of Education, Ontario, Canada, Research Dept.  
EDRS mf, hc

**Descriptors:** exceptional child research; gifted; underachievers; group discussion; academic achievement; intermediate grades; personal adjustment

Four groups of gifted, underachieving students in the intermediate grades were established for purposes of providing varied treatment to improve personal adjustment and academic achievement. The four groups were the human relations group, which was oriented to group discussion of feelings and interpersonal dynamics, the academic group, which focused on the presentation and discussion of scientific and other related subjects in group discussion, individual counseling oriented to the discussion of feelings and interpersonal dynamics, and control group. The human relations group and the academic group participated in weekly 1 and 1/2 hour discussions throughout the 1961-62 school year. There was no specific counseling procedure. Results of posttesting showed that although all four groups improved in areas of adjustment, the human relations group and the academic group only made significantly positive gains. Treatment groups made no greater academic gains than did the control group. It was concluded that participation in small group discussions did improve adjustment, but that this participation did not necessarily improve academic achievement. (For a followup study, see EC 042 133.) (CB)

#### ABSTRACT 2366

EC 04 2366 ED N.A.

Publ. Date 72 30p.

Torrance, E. Paul  
**Can We Teach Children to Think Creatively?**

EDRS not available  
Journal of Creative Behavior; V6 N2 P114-43 Second Quarter 1972

**Descriptors:** exceptional child research; gifted; creative thinking; research reviews (publications); effective teaching; teaching methods; success factors

The review of the status of knowledge about teaching children to think creatively covers 142 studies of teaching children to think creatively which involve qualification and presentation of evidence. Studies with college students and adults are not included. Tables summarize the nature of the studies and their degree of success. Studies are classified into nine categories of ways of teaching creative thinking: training programs using the Osbor-Parnes Creative Problem Solving procedures, other disciplined procedures, packages of materials, creative arts, media and reading programs, curricular and administrative arrangements, teacher-classroom and class environment variables, motivation and competition, and facilitating testing conditions. The first table summarizes frequency and estimate of success attained in the studies in each category. Tables for each of the categories then present summary data on indi-

vidual studies; investigator, grade level, nature of treatment, and significant (05) differences (KW)

#### ABSTRACT 466

EC 05 0466 ED 071 229  
Publ. Date 72 97p  
Hall, William E.; Siegwert, David  
**Workshop in the Education of the Exceptional Child.**  
Arizona State Univ., Tempe  
EDRS mf,he

Descriptors: exceptional child education; handicapped children; workshops; teaching methods; identification; emotionally disturbed; mentally handicapped; learning disabilities; gifted; disadvantaged youth; curriculum

The volume, based on workshop proceedings, discusses identifying characteristics of various handicapping conditions and describes relevant teaching methods and curricula. Characteristic behaviors of aggressive and withdrawn emotionally disturbed children are specified. Discussions of mentally handicapped children center on problems of identification, teacher characteristics, curriculum, behavior modification, elimination of maladaptive behavior, referrals, screening, perception, personal and social competencies, vocational education and cooperative agencies. Examined are learning disabilities related to auditory and visual reception, auditory and visual association, manual expression, auditory and visual closure, and auditory and visual sequential memory. Also treated are the educational history, sociological influences, identification, testing, teacher characteristics, and enrichment of gifted individuals. The education of bilingual children is considered in relation to historical background, development of language skills, the Title VII Program, the Head Start Program, Indian children, migrant children, and the record transfer system. Speakers, films, and class trips of the workshop program are listed. (GW)

#### ABSTRACT 1219

EC 05 1219 ED 073 582  
Publ. Date Mar 72 6p.  
Stallings, Clifford  
**Gifted Disadvantaged Children.**  
Connecticut University, Storrs  
EDRS mf,he

Descriptors: exceptional child education; gifted; identification; urban schools; effective teaching; educational diagnosis; teaching methods; guidelines; educational trends

Presented are guidelines to help teachers effectively identify and educate gifted students from urban environments. It is said that the one consistent criteria that teachers may use to identify gifted students is the depth to which students respond to environmental items (recall of street signs or types of automobiles found on the block and analysis of community affairs). Teachers' observations and peer evaluation are also thought to be useful means of identifying gifted children. It is recommended that strategies for motivating gifted children include helping the child plan his occupational goal, finding individuals in the

community who could assist teachers in developing their student's occupational model, developing communications with parents, and providing concrete experiences that allow students to explore their talents and discover their potential. Teachers are encouraged to create an environment in which community situations are the basis for learning and to develop students' leadership potential especially at junior and senior high school levels. Educational trends such as the following are identified and commended: emphasis on early identification of talents, abolition of grade placements as presently conceived, experiences which allow divergent as well as convergent thinking, and use of systems analysis in planning students' programs. (GW)

#### ABSTRACT 1572

EC 05 1572 ED N/A  
Publ. Date Apr 73 2p  
Hoskin, Barbara; Swick, Kevin  
**Indirect Teacher Behaviors and the Creative Teacher.**  
EDRS not available  
Elementary English V50 N4 P544-5 Apr 1973

Descriptors: exceptional child education; gifted; creative ability; teacher evaluation; teaching methods

Although many educators have implied that the teacher who uses an indirect style is more creative, it is not indirectness itself but the quality of the indirectness that distinguishes creative teaching. Indirect teaching behaviors such as stimulating discussion, encouraging independent thinking, and stressing problem solving activities distinguish *laissez-faire* teaching from planned creative teaching. (DB)

#### ABSTRACT 2576

EC 05 2576 ED N/A  
Publ. Date Sum 73 6p.  
Isaacs, Ann F.  
**What To Do When You Discover a Child Is Gifted and Interested in Language or One-Hundred Ways to Tickle Your Fancy with Language and Linguistics.**  
Gifted Child Quarterly; V17 N2 P144-9  
Sum 1973

Descriptors: exceptional child education; gifted; language arts; class activities; Individual activities

Presented are 100 ideas for stimulating a gifted child who is interested in language and linguistics. The following ideas are included: keep a diary, make collections of myths; study the history of languages; listen to recordings of poetry and prose; compile a bibliography of interesting books; organize a junior Great Books Club; evaluate children's magazines; write dramatizations of historical events; portray a character role in a monologue; explain with clarity a technical subject; and make up and tell 'tall tales'. (DB)

#### ABSTRACT 2631

EC 05 2631 ED 082 414  
Publ. Date 73 46p.  
Franklin, Mayer; Friedl, Berthold C.  
**Teaching Gifted Students Foreign Language in Grades Ten Through Twelve.**

California State Dept. of Education, Sacramento, Division of Special Education  
EDRS mf,he

Descriptors: exceptional child education; gifted; secondary school students; see oral language learning; teaching methods; language instruction

Presented is information for teachers, administrators, and consultants concerned with teaching foreign languages to gifted high school students. Discussed in the introduction is the value of foreign language study, the psychological basis of language learning, and identification of language talent. It is advised that the student experience the language to see its potential for higher cognitive skills, and be given an opportunity to experiment in creative use of the language. Briefly considered are methodology, facts and concepts, psycholinguistic principles, and translation in foreign language teaching. The development of proficiency is seen to involve practice with sounds and vocabulary (principles of presentation and conditioning are offered), grammar, speaking, reading, and writing. Suggestions for creative activities such as translating American cartoons are offered. Recommended source materials, teaching methods, and literary text are listed. (DB)

#### ABSTRACT 2632

EC 05 2632 ED 082 415  
Publ. Date 73 46p  
Walker, Virginia  
**Teaching Gifted Children Mathematics in Grades One Through Three.**  
California State Dept. of Education, Sacramento, Division of Special Education  
EDRS mf,he

Descriptors: exceptional child education; gifted; primary grades; mathematics; teaching guides; creative development; teaching methods; instructional materials; class activities

Intended for teachers of the mentally gifted in grades 1 through 3, the guide distinguishes between the verbally gifted and the mathematically gifted and discusses subject matter content, development of intellectual skills and creativity, and gives teaching suggestions. Discussed are a different emphasis for the mathematically talented, the opportunities of unstructured programs, and the need for sequence and continuity. Also considered for determination of subject content are suggestions for the verbally gifted and broad applications of mathematics. Stress is put on the development of understanding, generalizations, and basic principles. Recommended for the improvement of mathematical skills are quantitative questions, open-ended problems, and individualized programs. The discovery method of teaching is encouraged for development of higher intellectual skills such as analysis-evaluation and synthesis-evaluation. A rich mathematical environment and a teacher who enjoys mathematics is suggested to develop creativity in mathematics. Mathematics instruction is seen to encourage the full development of the gifted child's human potential. Teaching suggestions include ways to use the

number line, primitive number systems, nonmetric geometry with geoboards, and problem solving. (DB)

#### ABSTRACT 690

EC 06 0690 ED N.A.  
Publ. Date 73 50p.

Torrance, E. Paul; Torrance, J. Pansy

#### Is Creativity Teachable?

EDRS not available

Phi Delta Kappa Educational Foundation, Eight and Union Streets, Bloomington, Indiana 47401 (25).

Descriptors: exceptional child research; gifted; creative ability; creativity research; creative development; teaching methods; effective teaching; research reviews (publications)

Reviewed are 142 studies in nine categories which evaluated the effectiveness of teaching creativity. Noted is the opinion of many that creativity is not a skill which can be learned. Summarized are the successes of nine different types of intervention ranging from 91% success with Osborn-Parnes creative problem solving procedures to 50% with curricular and administrative arrangements. A description and results are given for each of the following intervention approaches: Osborn-Parnes modifications (involving problem defining, idea finding, and idea evaluation); other disciplined procedures; packaged instructional materials; creative arts; media and reading programs; curricular and administrative arrangements (such as placing talented children together); teacher-classroom and climate variables; motivation studies; and facilitating testing conditions. The authors conclude that the most successful approaches involve both cognitive and emotional functioning, provide adequate structure and motivation, and give opportunities for involvement, practice, and interaction with teachers and other students. (DB)

#### ABSTRACT 1330

EC 06 1320 ED N.A.  
Publ. Date Win 73 6p.  
Rosenberg, Harry E. Wing; Ehrhart, Richard H.

#### Performance Contracting, Programmed Learning and Behavior Modification May Inhibit Learning of the Gifted.

Gifted Child Quarterly; V17 N4 P254-9  
Win 1973

Descriptors: exceptional child education; gifted; behavior change; motivation; success factors; operant conditioning; reinforcement

It is maintained that modification techniques of positive and intermittent reinforcement specified by B. Skinner to prevent extinction may adversely effect the critical internal motivators of gifted students, who may be bored by constant success. Educational leaders of the gifted are advised to spend equal time on class work involving risk taking and difficulty and to rely on behavior modification techniques only for training specific academic and social behaviors. (MC)

#### ABSTRACT 1331

EC 06 1331 ED N.A.  
Publ. Date Win 73 8p.  
Wilson, Sandra H. and Others

#### Synectics, A Creative Problem-Solving Technique for the Gifted.

Gifted Child Quarterly; V17 N4 P260-7  
Win 1973

Descriptors: exceptional child education; problem solving; creative thinking; teaching methods; gifted

Explained to develop creative problem solving skills of gifted children is synectics (defined as a joining together of unrelated elements), which is a group activity that involves statement of a problem, analysis by an expert, purge of the obvious, restatement of the problem in language understood by all, selection of a component for intensive consideration, use of four types of analogies for understanding, force-fit of findings to needs of the problem, and application of the information to the original problem. (MC)

#### ABSTRACT 2856

EC 06 2856 ED N.A.  
Publ. Date 74 141p.

Labuda, Michael, Ed.

#### Creative Reading for Gifted Learners: A Design for Excellence.

International Reading Association, 800 Barksdale Road, Newark, Delaware 19711 (\$4.50).

Descriptors: exceptional child education; gifted; creative ability; kindergarten; primary grades; intermediate grades; junior high schools; reading; educational needs; goals; instructional materials; language arts; teaching methods; trend analysis

Presented are 14 readings on the nature of gifted and creative children and on reading programs designed to meet their special needs. Three articles provide an overview of reasons for concern about gifted and creative learners, summarize research highlighting the needs of gifted children and explain the scope of a creative reading program, including its goals, resources and materials. Important aspects for teachers to remember are discussed in four articles which assess home and parental influences on gifted children, delineate the elements of a total language arts program for young children (kindergartners through third graders), and discuss reading as a thinking process and outline special characteristics and reading needs of intermediate grade children, and review problems of secondary school pupils. Four authors describe reading goals, materials, and skills for primary grade children; explain ways to give intermediate grade pupils a broad program involving the total language arts; and postulate four principles underlying creativity training of secondary school pupils and describe training activities that will enable older youths to produce creatively. Three entries urge teachers to encourage children's use of imaginative solutions of problems, examine the needs of gifted children to cope with their own uniqueness, and explore the needs of minority group children and learning disabled children who give evidence of giftedness. A final entry discusses encouraging trends in the education of the gifted and offers suggestions for future developments. (Author/GW)

It is maintained that modification techniques of positive and intermittent reinforcement specified by B. Skinner to prevent extinction may adversely effect the critical internal motivators of gifted students, who may be bored by constant success. Educational leaders of the gifted are advised to spend equal time on class work involving risk taking and difficulty and to rely on behavior modification techniques only for training specific academic and social behaviors. (MC)

Descriptors: exceptional child education; gifted; disadvantaged youth; culturally disadvantaged; elementary education; students; language arts; language instruction; second language learning; teaching guides; teaching methods; writing skills; handwriting; communication skills;

#### ABSTRACT 328

EC 07 0328 ED N.A.  
Publ. Date Sum 74 7p.

Torrance, E. Paul

#### Ways Gifted Children Can Study the Future.

Gifted Child Quarterly; V18 N2 P65-71  
Sum 1974

Descriptors: exceptional child education; gifted; creativity; trend analysis; problem solving; futures (of society); social change; teacher role; teaching methods; instructional materials;

It is important that educators of the gifted foster study of the future since it is today's gifted children who must solve the problems of the future. Children can be taught to use imaginative role playing as a vocational guidance technique, sociodrama as a problem solving technique, and curriculum materials designed to allow students to see aspects of a future problem by elaborating upon it through drawings and other visual representations. Other methods for encouraging creative thought about the future include stories and poems about the future (such as 'With Skies and Wings'), curriculum materials on divergent thinking (such as 'Invitations to Thinking and Doing'), the Delphi forecasting method in which several experts interact so that projections are made rationally and on the basis of shared information, and interscholastic future-oriented problem solving contests. (GW)

#### ABSTRACT 329

EC 07 0329 ED N.A.  
Publ. Date Sum 74 2p.

Criscuolo, Nicholas P.

#### Open Discovery Spots for Gifted Readers.

Gifted Child Quarterly; V18 N2 P72-3  
Sum 1974

Descriptors: exceptional child education; gifted; creativity; independent study; individual activities; teaching methods; classroom environment;

Listed are 15 examples of open discovery spots which are defined as mini interest centers in the classroom that allow gifted students to explore and expand their interests and talents independently. Mentioned are such open discovery spots as the Label-Table which holds tagged nature and science collections to stimulate reading research, and the Fun-O-Phone, a record player with earphones for listening to children's stories. (GW)

#### ABSTRACT 692

EC 07 0692 ED N.A.  
Publ. Date 74 157p.

Knight, Lester N.

#### Language Arts for the Exceptional: The Gifted and the Linguistically Different.

F. E. Peacock Publishers, Inc., 401 West Irving Park Road, Itasca, Illinois 60143 (\$3.95).

Descriptors: exceptional child education; gifted; disadvantaged youth; culturally disadvantaged; elementary education; students; language arts; language instruction; second language learning; teaching guides; teaching methods; writing skills; handwriting; communication skills;

Specific teaching techniques organized according to general instructional purposes are presented to help elementary school teachers at the inservice or preservice levels to individualize language arts instruction for gifted students and for students with special linguistic needs due to cultural differences. The following topics are examined in an attempt to identify language arts skills which differentiate exceptional from normal students, the passive and active phases of language learning, and typical language skills and reasons for differences among students; means of identifying the gifted and their implications for teaching language arts to such students; and the implications of language difference and language deficit models for the instruction of linguistically different learners. The guidelines provided for maximizing the skills of the gifted and for enhancing the skills of the linguistically different, respectively, include general orienting information (regarding such topics as the selection and use of diagnostic procedures, and techniques for building listening skills), suggestions for developing an oral language program, tips on teaching creative writing, and instructions for teaching mechanical writing skills. For example, it is suggested that teachers support creative effort by collecting writing samples in booklets which the children can personalize and which can be treated with the same respect as a library book. In another instance, teachers of the linguistically different are encouraged to develop listening skills by reporting a news event and asking students to summarize the account. An annotated materials list, references and suggestions for further reading are given for each category of exceptional students. (GW)

#### ABSTRACT 1197

EC 07 1197 ED N. A.  
Publ. Date Jan 75 9p.  
Mandlebaum, Jean  
**Creative Dramatics in Early Childhood.**  
Young Children; V30 N2 P84-92 Jan 75  
Descriptors: exceptional child education; gifted; early childhood; music; creative expression; dramatics; teaching methods;

Presented are suggestions and techniques for teaching creative dramatics to children 3-to 7-years-old. Described are the roles of music and movement in dramatic activities, and given are examples of helpful songs, stories and poems. It is pointed out that dramatic play and original stories, as well as important classroom events can provide the basis for creative dramatics. (CL)

#### ABSTRACT 1537

EC 07 1537 ED N. A.  
Publ. Date Feb 75 3p.  
Lowe, Bonnie  
**Individualized Creative Writing in the Open Classroom.**  
Elementary English; V52 N2 P167-9 Feb 75  
Descriptors: exceptional child education; gifted; creative ability; primary grades; individualized instruction; self-expression; writing skills; open edu-

cation; teaching methods; instructional materials; group discussion;

An individualized approach was used to teach creative writing to 32 gifted third grade students in an open classroom setting. The teacher set up learning centers focusing on listening, reading, writing, and content areas (such as science and math) and displayed motivational materials (such as a picture file and a teacher-improvised book containing ideas for stories and poems). Discussions centering on personal experiences and needs were used to spark the desire to write creatively during individual student-teacher conferences, meetings of interest groups, and whole class sharing periods. (LH)

#### ABSTRACT 1705

EC 07 1705 ED N. A.  
Publ. Date Feb 75 1p.  
Hodges, Riley; Hodges, Lee  
**The Talented and Gifted: Will We Make a Difference?**  
Talents and Gifts; V17 N2 P20 Feb 75

Descriptors: exceptional child education; gifted; teaching methods; educational needs; individualized instruction:

The need for individualized instruction for the gifted and talented is stressed and instructional methods are recommended such as utilizing the entire community as a learning resource, teaching students how to locate and synthesize information, and teaching the gifted how to handle age group pressures. (LH)

#### ABSTRACT 2083

EC 07 2083 ED N. A.  
Publ. Date 75 8p.  
Renzulli, Joseph S.; Callahan, Carolyn M.  
**Developing Creativity Training Activities.**  
Gifted Child Quarterly; V19 N1 P38-45 1975

Descriptors: exceptional child education; gifted; creative development; educational philosophy; cognitive processes; teaching methods; class activities;

The authors discuss four basic principles underlying creativity training and describe activities to foster creative thinking skills. It is explained that creativity training should encourage students to generate many ideas (fluency) to propose many solutions to a given problem (open-endedness), to enjoy uninhibited expression, and to draw upon their background and experiences (environmental relevancy). Suggested activities include developing lists of analogies and synonyms for creative writing and describing moods created by abstract paintings or music. Stressed is the need to free students from traditional modes of thinking and to encourage free expression of ideas. (LH)

#### ABSTRACT 2293

EC 07 2293 ED N. A.  
Publ. Date 75 3p.  
Renzulli, Joseph S.  
**Springing Values in Gifted Children.**  
Teaching Exceptional Children; V7 N3 P98-100 Spr 1975

Descriptors: exceptional child education; gifted; values; ethics; teaching methods; affective behavior; class activities.

The importance of providing education in values as well as academic instruction to gifted children is stressed. The idea of a cooperative society is compared with that of a competitive society. Activities that teachers could use to incorporate affective exercises, including clarification of values, into class routine are discussed. Also described is a problem solving activity designed to study the sharing of information in task oriented groups, focus on cooperation in group problem solving and observe leadership behavior in groups. An activity based on E. Williams' model for encouraging creativity in the classroom is explained. (GW)

#### ABSTRACT 2428

EC 07 2428 ED N. A.  
Publ. Date 75 431p.  
Gallagher, James J.

**Teaching the Gifted Child.** Second Edition.

Allyn and Bacon, Inc., 470 Atlantic Avenue, Boston, Massachusetts 02210 (\$12.95)

Descriptors: exceptional child education; gifted; disadvantaged youth; definitions; minority groups; identification; curriculum design; creative thinking; discovery learning; problem solving; language arts; administration; teacher education; underachievers; teaching methods; mathematics; sciences; social studies.

The education of gifted children is discussed with reference to the characteristics and identification of gifted students, curriculum modifications, stimulation of productive thinking, administrator and teacher training programs, and the special problems of gifted underachievers and culturally different gifted children. Examined are the cases of four gifted children who are used throughout the book to illustrate specific points, the unique properties of various subgroups of gifted children, and the issues confronting schools that adapt the curriculum to the needs of the gifted. Suggested curricular adaptations in the fields of mathematics, science, social studies, and language arts stress the importance of teaching the most abstract and important ideas possible and of providing the opportunity for gifted children to be active learners. Teaching guidelines point out problem solving strategies as well as means by which teachers can enhance creativity. The program designs of special classes, resource rooms, and acceleration programs are explained, as are training programs for teachers and administrators concerned with the education of the gifted. Also considered are educational strategies designed to improve the performance of gifted underachievers, and educational strategies especially suited to minority-group children. After each chapter, major unresolved issues are noted together with a list of pertinent references. (GW)

#### ABSTRACT 2696

EC 07 2696 ED 107 052  
Publ. Date Jul 74 188p.  
Karnes, Merle B.; Zehrbach, R. Reid

**A Comparison of Different Approaches for Educating Young Gifted Children. (RAPYD II Project).**

Illinois Univ., Urbana, Inst. of Research for Exceptional Children.

Illinois State Office of the Superintendent of Public Instruction, Springfield. Gifted Children Section.

EDRS m1: hc

Descriptors: gifted; program evaluation; educational methods; open education; socioeconomic status; exceptional child research; kindergarten; intelligence quotient; divergent thinking; structure of intellect;

Evaluated were the effects of three different instructional programs (open education, structure of the intellect, and conventional contrast) on 56 bright kindergarten children of either high or low socioeconomic status (SES). Recognized experts evaluated the open and structured classes giving them positive ratings as being representative of the intended model (contrast classes were the regular kindergarten programs offered in the public schools which usually emphasized organized large and small group activities). The results included the following: a mean gain in IQ scores of four points with no significant interaction found among the class models or between high and low SES students, no significant difference in divergent thinking among class models but better performance by high SES children, existence of differences in question types used by teachers (with contrast teachers using a more cognitive memory type of question), no differences in performance among class models on the Illinois Test of Psycholinguistic Abilities though different scoring patterns were observed for high and low SES students, and slightly more positive program appraisals by parents of children in the open education program. (DB)

**ABSTRACT 2955**

EC 07 2955 ED N. A.  
Publ. Date Sum 75 6p.  
Sisk, Dorothy

**Simulation: Learning by Doing Revisited.**

Gifted Child Quarterly : V19 N2 P175-80

Descriptors: general education; teaching methods; games; role playing; simulation; elementary education; class activities; motivation; concept formation; creative thinking;

Recommended to elementary school teachers are simulation activities (including games and role playing) to enhance students' motivation to learn, to develop new responses and critical thinking skills, and to teach social values. Examples are given of two games which can be used with different age and ability groups: Barter, a game for introducing basic economic ideas to primary grade children; and Parle, in which upper grade students can explore key political science and sociology concepts. (LH)

**ABSTRACT 3488**

EC 07 3468 ED N. A.  
Publ. Date Aug 75 4p.  
Ketcham, Warren A.

**Can Instruction for the Gifted Be Improved? Thoughts on a Basic Design for Gifted Education.**

Innovator; V7 N2 P8-11

Descriptors: exceptional child research; gifted; literature reviews; acceleration; enrichment; educational programs; regular class placement; special classes; grouping (instructional purposes); innovation;

Three educational program alternatives for the gifted are discussed in terms of implementation, design, advantages, and disadvantages. Advantages of keeping gifted students in regular classrooms are seen to include the opportunity for all students to benefit from a program which concentrates on helping each student develop at his maximum rate. Reviewed are educational innovations for special group programs in the areas of creativity, mathematics and science education, the humanities, and learning. The third alternative, acceleration, is thought to be the most advantageous because of the reduced need for changes in curriculum, teaching methods, and grouping practices. (SB)

## CURRICULUM

### ABSTRACT 1509

EC 005 081 ED 030 672  
Publ. Date Apr 69 87p  
Fenton, Edwin And Others  
*A High School Social Studies Curriculum for Able Students: An Audio-Visual Component to a High School Social Studies Curriculum for Able Students. Final Report.*  
Carnegie-Mellon University, Pittsburgh, Pennsylvania. Social Studies Curriculum Center  
Office Of Education (DEFW), Washington, D. C., Bureau Of Research  
EDRS mf,he  
OEC-3-10-103, OEC-6-10-130  
BR-5-0560, BR-5-0655

Descriptors: exceptional child education; gifted; audiovisual aids; curriculum design; curriculum development; curriculum evaluation; curriculum planning; curriculum problems; economics; history; humanities; instructional aids; political science; secondary education; sequential programs; social studies; social studies units

A project to develop a sequential and cumulative social studies curriculum for able students in grades 9-12 was carried out by Carnegie-Mellon University in partnership with the Pittsburgh Public Schools. The general goal of the curriculum was to help each student develop to the limit of his ability into an independent thinker and an informed, responsible citizen and was divided into four subgroups: attitudes, values, inquiry skills, and knowledge. The courses prepared were comparative political economic systems (9th grade), the shaping of western society and studies of the non-western world (10th grade), the american experience (11th grade), and an introduction to the behavioral sciences and the humanities in three cities: Ancient Athens, Renaissance Florence, and Modern New York (12th grade). A book of readings, an audiovisual kit, a teacher's manual, and an examination program were developed for each course. Two books and 12 films were completed to explain to teachers the curriculum and methods of using it. The results from testing the curriculum in the Pittsburgh Public Schools indicated that students in experimental-curriculum classes made significantly greater gains than did those in control classes. (14)

### ABSTRACT 62

EC 03 0062 ED N.A.  
Publ. Date 68 115p.  
Martinson, Ruth A.  
*Curriculum Enrichment for the Gifted in the Primary Grades.*  
EDRS not available  
Prentice-Hall, Inc., Englewood Cliffs, New Jersey 07632 (\$2.95).

Descriptors: exceptional child education; gifted; teaching methods; elementary school students; curriculum development; identification; teacher qualifications; program evaluation; enrichment  
Written for teachers of young elementary gifted students, the book provides a

basis for curriculum planning. Specific areas discussed include identification of the gifted, teaching techniques, teacher qualities of personal behavior and classroom management, meeting interests and needs of individual children, meeting needs of the gifted in groups, and program evaluation. Special considerations in curriculum planning are noted for social studies, mathematics and science, language arts, music, and art. Illustrative practices are described throughout. (MS)

### ABSTRACT 2665

EC 05 2665 ED 082 420  
Publ. Date 69 122p.  
Harsh, Jean; and Others  
*Treasury of Ideas: A Guide for Primary Major Work Teachers.*  
EDRS mf,he  
Cleveland Public Schools, Ohio.

Descriptors: exceptional child education; gifted; primary grades; class activities; teaching guides; individualized instruction; literature; language arts; citizenship

The guide for teachers of primary grade gifted children provides lesson ideas for the individualization of instruction at three levels of maturity in the areas of literature, outlining, oral presentation, citizenship, and other subject areas. Stressed is the gradual development of individual study skills. Noted for literature are basic skills to be developed at each maturity level such as location of main idea (Level A), answering thought questions, making relevant comments, and discussion and evaluation. Outlined are procedures for group discussions in a literature club format. Described is the development of outlining skills through the three maturity levels. Sample worksheets are offered for children to practice outlining and note taking skills. Also outlined are formats for the preparation of daily talks and criteria for evaluation. Citizenship is taught through the use of class meetings with elected leaders. The final section offers a potpourri of brief ideas for social studies, mathematics, science, language arts, art, and music. Examples are planning an imaginary air trip (social studies), making up problems using a code system (mathematics), planning a spacecraft trip to a planet, keeping a school diary, making a design for wallpaper (art), and composing original dances (music). (DB)

### ABSTRACT 195

EC 06 0195 ED 082 425  
Publ. Date Sep 73 7p.  
Baldwin, Alexinia  
*Instructional Planning for Gifted Disadvantaged Children.*  
Connecticut Univ., Storrs. National Leadership Institute Teacher Education/Early Childhood.  
EDRS mf,he

National Leadership Institute, Teacher Education/Early Childhood, The University of Connecticut, Storrs, Connecticut

Descriptors: exceptional child education; gifted; disadvantaged youth; class activities; teaching methods; curriculum development

Discussed is instructional planning for gifted disadvantaged children with emphasis on appropriate teaching strategies and learning activities. Noted are gifted high achievers, from disadvantaged backgrounds such as Thomas Bradley, the mayor of Los Angeles. Possible organizational patterns listed include team teaching, open education, and extended school days. Stressed for programming is the development of both basic skills and higher divergent thinking skills. Strategies are suggested for the development of thinking skills such as elaborate thinking, fluent thinking, flexible thinking, and originality. Learning activities described include a mathematics unit dealing with percentage, a study of journeys, a unit on colors, career education, and a simulation game on ecology. (DB)

### ABSTRACT 311

EC 06 0311 ED N.A.  
Publ. Date 73 95p.  
Patterson, Jo

*Why Doesn't an Igloo Melt Inside? A Handbook for Teachers of the Academically Gifted and Talented.*

Memphis City School System, Tenn.  
EDRS not available  
Memphis Board of Education, Gifted Education, 2597 Avery Avenue, Memphis, Tennessee 38112

Descriptors: exceptional child education; gifted; teaching guides; class activities; creative thinking; elementary school students; ability identification; class management; group discussion; independent study

The guide for teachers of academically gifted elementary school children focuses on the provision of challenging learning experiences designed to involve the students as active participants. Compared are approaches to identification of the gifted such as use of intelligence scores, achievement test scores, and teacher or principal recommendation. Stressed for teachers is the establishment of a classroom climate which allows freedom of thinking. Examples are given of techniques used to teach creative thinking skills through mind stretchers (puzzles), creative activities (such as writing poetry), hypothesizing (about problems such as why an igloo doesn't melt inside), group dynamics activities (such as finding creative uses for unusual objects), analyzing propaganda, sentence reasoning, and logic elimination problems. Suggestions are given for effective questioning techniques for group discussions. Mini-courses on topics such as the heart or archaeology are seen to be particularly appropriate for gifted students. Independent research projects which might involve interviewing experts, taking field trips, and reading books are also recommended. Appended are a bibliography and a behavioral rating scale. (DB)

### ABSTRACT 1311

EC 06 1311 ED 088 253  
Publ. Date 73 37p.  
Brown, D. Sydney  
*Teaching Gifted Students Art in Grades Seven Through Nine.*

California State Dept. of Education, Sacramento. Bureau of Publications.

EDRS mf, hc

For Related Information See Ec 061312

Descriptors: exceptional child education; gifted; junior high school students; teaching guides; art; creative ability; concept formation; teaching methods; creative development; creative expression

The guide gives concepts and suggestions for teaching art to gifted students in grades 7 through 9. Noted is the need for adolescent gifted students to view reality with heightened aesthetic perception, to attain success in art work, and to remain uninhibited in development. Topics covered in an overview of art study are criticism of student art, art as a synthesizer, awareness as a source of art, identification of roles, and development of expression through techniques such as keeping hands under a cloth while sculpturing. The function of art is examined in relation to the artist and the viewer, a system of symbols, forces of design, transformation of an encounter to a visual statement, and art as a process of abstraction, symbolism, unification, and awareness of self and society. Approaches to the study of art are given to include elements such as line, artistic skills such as use of tools, presentation of art content such as varieties of textural experiences, and active involvement such as study of Grecian art and philosophical concepts. Considered in a discussion of creativity and the study of art are cognitive synthesis, the process of transformation, abstraction and fluency, attributes of the gifted child, teaching methods that foster creativity, evaluation of art projects (a checklist is included), and development of human potential. (MC)

#### ABSTRACT 1312

EC 06 1312 ED 088 254  
Publ. Date 73 43p.

Luca, Mark C.; Allen, Bonnie

**Teaching Gifted Children Art in Grades Four Through Six.**

California State Dept. of Education, Sacramento. Bureau of Publications.

EDRS mf, hc

For Related Information See Ec 061311.

Descriptors: exceptional child education; gifted; elementary school students; teaching guides; art; program development; creative development; creative expression

The guide for teachers of gifted children in grades 4 through 6 gives concepts and suggestions for development of an art program. Art instruction is said to benefit all gifted children by developing awareness of art contributions to the cultural heritage. An introduction to art education centers on aspects such as identification of gifted children, reactivity, and the curriculum which fosters skills in

qualitative relationship. Also discussed are approaches to teaching design and artistic skills, program problems, identification of artistic ability, and utilization of higher intellectual skills in the creative process. The design of the art program is examined in relation to media, skills, vocations, and history/humanities; clustering and grouping; flexible scheduling; acceleration of gifted pupils; curriculum enrichment; the creative process; the evaluation process; and content such as principles and practice. Further considered are development of intellectual skills such as problem solving, creativity development through activities, such as doing a sculpture in the style of another culture, the multisubject classroom, continuity and acceleration, teachers and administrators, and schools and facilities. (MC)

#### ABSTRACT 1865

EC 06 1865 ED N.A.  
Publ. Date 74 111p.  
Tempest, N. R.  
**Teaching Clever Children 7-11.**  
Routledge and Kegan Paul, 9 Park Street, Boston, Massachusetts 02108 (\$7.95).

Descriptors: exceptional child education; exceptional child research; gifted; elementary school students; special classes; curriculum; teaching methods; research reviews (publications); thought processes; problem solving; divergent thinking; logical thinking; creative thinking; class activities

Described is the curriculum and teaching methods used in a 4-year special class for gifted (IQ over 130) 7-to 11-year-olds in Great Britain. An introductory chapter focuses on characteristics of clever children, problems of identification, and a rationale for curriculum enrichment. Learning activities are organized by the type of thinking involved rather than by subject matter. The chapter on observation and enquiry explains techniques used to develop research skills, methods of science teaching, and evaluation. Teaching methods for logical reasoning and mathematics are discussed in the chapter on problem solving. Considered in the chapter on imaginative work are reading, story telling, poetry and drama, music, individual work, improvisation, singing, listening, and group projects. Also described are miscellaneous activities of the group including instruction in German, arts and crafts, physical education and games, and field trips. The final chapter consists of a review of research about the gifted, including general studies, biographical, longitudinal, and special studies in areas such as curriculum methods, divergent thinking, and creativity. (DB)

#### ABSTRACT 2138

EC 06 2138 ED 091 914  
Publ. Date Apr 74 19p.  
**Gifted and Talented Curriculum: A Selective Bibliography. Exceptional Child Bibliography Series No. 656.**

Council for Exceptional Children, Reston, Va. Information Center on Exceptional Children.

National Inst. of Education (DHEW), Washington, D. C.

EDRS mf, hc

Council for Exceptional Children, 1920 Association Drive, Reston, Virginia 22091.

Descriptors: exceptional child education; gifted; curriculum; annotated bibliographies; abstracts; bibliographies

The annotated bibliography on curriculums for gifted and talented children and adolescents contains approximately 59 abstracts and indexing information associated with documents published from 1961 through 1973 which have been se

of availability of document to user, current applicability, information value, author reputation, and classical content. Preliminary information is given to explain how to read the abstract (a sample abstract is included for identification of abstract parts), how to use the author and subject indexes, how to order documents through the ERIC Document Reproduction Service, and how to order 'Exceptional Child Education Abstracts' in which the abstracts are originally published. Also provided are a list of terms searched to compile the bibliography and a list of journals from which articles were abstracted. Featured in the references are topics such as development of a program for superior and talented high school students, acceleration and enrichment in junior high school, and a curriculum guide for teaching gifted primary grade students. (MC)

#### ABSTRACT 2175

EC 06 2175 ED N.A.  
Publ. Date 74 101p.  
Wolff, Sydney; Wolff, Caryl  
**Games Without Words: Activities for Thinking Teachers and Thinking Children.**  
Charles C. Thomas, Publisher, 301-327 East Lawrence Avenue, Springfield Illinois 62703 (\$8.75).

Descriptors: exceptional child education; aurally handicapped; language handicapped; intellectual development; cognitive development; skill development; games; toys; teaching guides; creative thinking; logical thinking; nonverbal learning; Piaget (Jean)

Games and activities are described which were originally developed in work with deaf children and which are based on the developmental theories of J. Piaget. The games, none of which requires language ability, help build thinking skills in the following areas: sorting, ordering, and classifying; strategy; permutation; probability; perspective; movement and role play; tactile messages; memory; symbol picture logic; and creative thinking. Materials to be bought or made for these games are identified and the suppliers from whom equipment may be purchased are listed. (GW)

#### ABSTRACT 2207

EC 06 2207 ED 093 118  
Publ. Date Jun 74 146p.  
White, Alan J., Ed.; Campbell, Annie L., Comp.  
**Curriculum Guidelines for the Gifted and Talented: Report of the Connecticut Task Force on Curriculum. Working Draft.**

Connecticut State Dept. of Education, Hartford, Bureau of Pupil Personnel and Special Education Services.  
EDRS mf, hc  
For Related Reports See EC062206 and EC062208

Descriptors: exceptional child education; gifted; guidelines; curriculum develop-

three theoretical models for curriculum planning, gives an overview of elementary and secondary curricula currently being used in Connecticut school districts, and provided an annotated bibliography on curriculum development. Stressed is a view of curriculum which includes both product and process variables in a differentiated curriculum. Explained with examples are the application to curriculum for the gifted on the following models: J. P. Guilford's Structure of Intellect model, the Taxonomy of Educational Objectives developed by B. Bloom, and the Cognitive-Affective interaction model of F. Williams which identifies key pupil behaviors, teacher behaviors, and curriculum content. Briefly described are curricula currently being used in approximately 25 Connecticut school districts including district-wide, regional, arts-oriented, academic, semi-separated, consultative, well-established, and pilot programs. Lists of materials being used in the programs are provided. The final section consists of an extensive bibliography on curriculum development including an annotated listing of approximately 45 curriculum materials or articles on curriculum development, and approximately 30 abstracts of selected materials. (DB)

#### ABSTRACT 2335

EC 06 2335 ED N.A.  
Publ. Date Spr 74 6p.  
Meyers, Elizabeth S. and Others  
**Specific Suggestions for the Kindergarten Teacher and the Advanced Child.**  
Gifted Child Quarterly; V18 N1 P25-30 Spr 1974

Descriptors: exceptional child education; gifted; kindergarten children; instructional materials; class activities; teaching guides

Specific suggestions are provided regarding materials and instructional activities appropriate for gifted kindergarten students. Materials thought to be particularly helpful include such items as the walking board, playground equipment, listening posts with records, and the kinesthetic alphabet. The authors offer such instructional guidelines as the following: allow the child to tutor other students less skilled in ball work, provide increasingly complex bead and pegboard designs for copying, reproducing from memory, and allow the child to make up poems once he has a grasp of rhyming. Included are exact names, titles and addresses for locating filmstrips, recordings, and other resource materials. (GW)

#### ABSTRACT 2414

EC 06 2414 ED 093 143  
Publ. Date 74 51p.  
**Independent Activities for Accelerated Students: Individualized Reading Instruction for Students.**

Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.

tive expression: individual activities; class activities

The teaching guide for use with accelerated elementary school students contains suggestions for independent reading activities, a list of independent reading books for beginning readers, and suggestions for creative activities. Stressed is the value of sharing enthusiasm about books to spur independent reading. Suggestions are given for talking about books, writing to share books, dramatizing books, using audio visual aids, writing poetry, writing about oneself, making things as a result of a book, developing skills through books, reading newspapers and magazines, and using books with older children. Listed are approximately 400 books for independent reading by beginning readers. Examples of suggestions for creative activities provided include writing poetry about colors or nature, writing stories about topics such as 'If I had the pouch of a kangaroo...', writing group stories or poems (for primary grades), writing a story in Indian picture writing, writing a biography, and using mood music to write about feelings. (DB)

#### ABSTRACT 2741

EC 06 2741 ED N.A.  
Publ. Date Oct 74 2p.  
Mark, Lois  
**Challenge Creative Minds.**  
Instructor; V84 N2 P138-9 Oct 74

Descriptors: exceptional child education; gifted; elementary school students; creative ability; creative development; creative expression; dramatics; teaching methods; teaching guides

Described are no-audience drama exercises involving both real and imaginary objects for children from kindergarten through sixth grade. Noted are activities designed to stimulate creativity, greater freedom of expression, and intensive group interaction such as the discussion of a mystery object found in a closet or attic, or the brainstorming of unusual uses for common objects. Teachers are encouraged to use body movement, pantomime, and sound in story-dramas with decisive beginnings, endings and elements of conflict. (BA)

#### ABSTRACT 732

EC 07 0732 ED N.A.  
Publ. Date 74 21p.  
Cole, Henry P.; Parsons, Dennis E.  
**The Williams Total Creativity Program.**  
Journal of Creative Behavior; V8 N3 P187-207 74

Descriptors: exceptional child education; gifted; curriculum design; teaching methods; creativity; models; teaching guides; theory; A Total Creativity Program for Individualizing and Humanizing the Learning Process;

The content of this document is

reported to include pupil objectives for broad but behaviorally defined skill areas (such as flexible thinking, original thinking and imagination), tests for identifying competence in these areas, instructions to teachers on how to use the tests, and additional directions for selecting and arranging teaching strategies to foster students' skill in each area. The following features of Williams' system are discussed: the translation of the basic theoretic model and other theory into practical applications, durability, adaptability (since it requires no elaborate materials or expensive hardware), operational definitions of processes and categories, and flexibility (which allows it to offer variety for the ongoing operation of the classroom). The conceptual origin of the program, for instance, in the work of J. Guilford and E. Torrance, is explored. Areas of further development and research are suggested, such as the area of ancillary teacher training materials. (GW)

#### ABSTRACT 972

EC 07 0972 ED 100 102  
Publ. Date 74 46p.  
Luca, Mark C.; Allen, Bonnie  
**Teaching Gifted Children Art in Grades One Through Three.**  
California State Dept. of Education, Sacramento.  
Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.  
EDRS mf,he  
For Additional Information, See EC 061 311, EC 061 312 and EC 060 220.

Descriptors: gifted; art; curriculum development; program planning; exceptional child education; creative ability; primary grades; creative expression; curriculum guides; class activities; Elementary and Secondary Education Act Title V;

The handbook for teaching gifted children art in grades 1-3 provides guidelines for curriculum development and teaching suggestions. Among topics considered in an overview of the art program are past and present art, the use of environmental design, pupil involvement in art, and identification and selection of gifted children. The art curriculum for the gifted is discussed with regard to program aims, emphasis, and content as well as area skills in art (such as sensory awareness and manual control) and sequential curriculum planning. Presented in chart form are suggested teaching methods for children from preschool through fourth grade. Examined are organizational considerations such as pupil grouping, scheduling, acceleration, instructional aids, the interrelationship of art with other subjects, and continuity and articulation in the art program. Attention is given to the creative process and intellectual development, creativity and guidance and the evaluation process and new horizons in art education. (LH)

California State Dept. of Education, Sacramento.

Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

EDRS mf,he

For Additional Information See EC 052 632.

Descriptors: gifted; mathematics; teaching guides; class activities; curriculum design; exceptional child education; intermediate grades; teaching methods; creative development; instructional materials; resource teachers; sequential learning; concept formation; Elementary and Secondary Education Act Title V;

Intended for teachers of gifted students in grades 4-6, the guide emphasizes the need for specialized instruction in mathematics, suggests methods for teaching mathematical facts and concepts, describes approaches and materials to develop students' understanding of mathematical principles, and explores ways to build skills and creativity. Stressed is the resource role of the mathematics specialist in diagnosing individual student needs and in planning a program to build sequential understandings and skills. Listed are mathematical facts and concepts (for sets and subsets, numbers and numeration, operations, mathematical sentences, measurement, graphs and geometric figures) followed by suggested teaching activities such as using graph paper to diagram multiplication facts and using both a yardstick and a meter stick to measure student height. Suggested are games and experiences to help children discover and test mathematical generalizations. Recommended instructional approaches include using magic squares to develop computational skills, adapting the seminar teaching/learning style to encourage higher intellectual skills, and the discovery of alternate problem-solving methods to develop creativity. Noted is the relationship of mathematics to other subjects such as science, geography, and music and the need for coordination between mathematics specialists and teachers of gifted children at the elementary and junior high school levels. (LH)

#### ABSTRACT 1068

EC 07 1068 ED N. A.  
Publ. Date 74 181p  
Cushenberry, Donald C.; Howell, Helen  
**Reading and the Gifted Child: A Guide for Teachers.**  
Charles C. Thomas, Publisher, 301 East Lawrence Avenue, Springfield, Illinois 62717.

Descriptors: exceptional child education; gifted; creative ability; high achievers; early childhood education; elementary education; secondary education; reading ability; reading comprehension; reading materials; teaching methods; teaching guides; instructional materials; class activities;

Presented are practical guidelines for

basic skill experiences are discussed for the pre-school reader. Analyzed are such instructional organization methods as vertical patterns, ability grouping, acceleration, and enrichment practices, with a recommendation combining the continuous progress approach with individualized instruction. Suggested are teaching strategies for word recognition, comprehension, creative reading and study skills. Types of activities and experiences for early primary through upper elementary level children are recommended. Student competencies, including comprehension and vocabulary skills are specified for reading in content areas. Described are the goals and types of reading programs for the gifted secondary student. Properly selected and administered evaluation of reading progress is advocated. Sample teaching plans are included, as well as six appendixes listing such resources as bookclubs for children and youth, suitable periodicals and instructional materials for the gifted. (CL)

#### ABSTRACT 1375

EC 07 1375 ED 102 764  
Publ. Date 71 188p.  
Plowman, Paul D.  
**Behavioral Objectives: Teacher Success Through Student Performance.**  
Science Research Associates, Inc., Chicago, Ill.  
Science Research Associates, Inc., 259 E. Erie Street, Chicago, Illinois 60611

Descriptors: behavioral objectives; course objectives; educational philosophy; student evaluation; general education; educational methods; exceptional child education; academic ability; cognitive development; creative development; handicrafts; leadership training; sequential learning; effective teaching;

The textbook provides a philosophical basis and offers practical suggestions for formulating behavioral objectives for students in grades 1-12 in the following subjects: English and literature, social science, mathematics, science, reading, art and music, and health. Definitions, uses, sources, and types of educational objectives are discussed. It is also explained that the book is designed to guide teachers in preparing specific behavioral objectives in five skill areas (academic, cognitive, creative, craftsmanship or kinesthetic, and leadership), and suggestions are given for coding and framing objectives. The rationale for preparing sequences of behavioral objectives is explored, steps in sequencing are identified, and examples are given of a cognitive-level sequence in biology and of a grade-level sequence in social science. The major portion of the book is devoted to discussions of the rationale and methods for teaching various academic subjects, with emphasis on the development and application of academic, creative, and cognitive behavioral objectives in all eight subject areas.

areas, intellectual development, and concept acquisition. (L.H)

#### ABSTRACT 2084

EC 07 2084 ED N. A.  
Publ. Date 75 4p.

Treffinger, Donald J.

**Teaching for Self-Directed Learning: A Priority for the Gifted and Talented.**  
Gifted Child Quarterly; V19 N1 P46-59  
Spr 1975

Descriptors: exceptional child education; gifted; educational objectives; educational alternatives; learning; self evaluation; models; conceptual schemes; student participation; individualized instruction; Self Direction;

Considered and refuted are common misunderstandings about self-directed learning and described is a basic model of instruction designed to foster self-direction among gifted and talented students. Examined are four major components: identifying goals, assessing entering behavior, identifying and implementing instructional procedures, and evaluating student performance. Within each component, steps are suggested for initial teacher direction followed by procedures for gradually increasing the learner's experience with self-direction. For example, after prescribing basic instructional objectives, it is recommended that the teacher should introduce options related to individual student differences, involve pupils in creating choices concerning what will be learned, and gradually transfer authority for goal selection to the learner, with the teacher providing guidance, resources and materials for goal achievement. (L.H)

a functional and attractive format for learning. Responsibilities of classroom teachers included translating content to the learners' level of understanding, writing and organizing curricular materials, and testing the curriculum. (GW)

#### ABSTRACT 2402

EC 07 2402 ED N. A.  
Publ. Date 70 4p.

Renzulli, Joseph S.

**A Curriculum Development Model for Academically Superior Students.**

Council for Exceptional Children, 1920 Association Drive, Reston, Virginia 22091.

Reprint From Exceptional Children; Apr 970, P6-4.

Descriptors: exceptional child education; gifted; curriculum development; interdisciplinary approach; role perception; professional occupations; teachers;

Five sets of instructional materials in mathematics, the humanities, and the social sciences were produced for gifted students by a team of scholars, learning specialists, and classroom teachers. The curriculum development was undertaken as a part of Operation ASTRA, a regional curriculum project for academically gifted students based in Hartford, Connecticut. Scholars contributed by identifying significant themes and functional concepts basic to the management of knowledge in their disciplines and by identifying the most appropriate methods of inquiry in their respective areas of

## TEACHER TRAINING

### ABSTRACT 626

EC 002 820 ED 024 185  
Publ. Date June 68 185p.  
Martinson, Ruth A.; Wiener, Jean  
**The Improvement of Teaching Procedures with Gifted Elementary and Secondary School Students. Final Report.**  
California State College, Gardena  
Office of Education (DHEW), Washington, D. C., Bureau of Research  
EDRS mfc  
OEC-4-6-061244-8948  
BR-6-1244

Descriptors: exceptional child research; gifted; professional education; teaching methods; behavior; teaching models; teacher characteristics; inservice teacher education; teacher improvement; teacher rating; test reliability; behavior rating scales; test results; questioning techniques; teacher selection; teacher behavior

Inservice self-study was utilized to improve the qualitative level of classroom method among teachers of the gifted. Ten judges selected 45 to 75 elementary and secondary teachers by a rating scale of significant behaviors, classroom observation ratings, the Weiner Attitude Scale, and the Terman Concept Mastery Test. The 45 were considered flexible, intelligent, creative, and stimulating. Analysis of the teacher behavior scale indicated four main factors: individualized materials and instruction, art of questioning, encouragement of higher level learning, and communication-interaction. Inservice activities were pupil study (case studies) of gifted characteristics, study of classroom principles for higher level thinking, and discussion and evaluation of a teacher model; teacher-made videotapes of classroom activities, using the principles learned, were also shown and evaluated at the inservice meetings. Interjudge reliabilities of .90 were obtained from audiotape analysis of the teachers' questions and answers at the beginning and end of the project. Significant improvement between the two tapes ( $p = .01$ ) occurred in the application, generalization, and synthesis questions by the teacher (indicating growth in higher cognitive level questions), and growth in open responses by students were noted. (Author/SP)

### ABSTRACT 3086

EC 002 329 ED N.A.  
Publ. Date 66 572p.  
Hildreth, Gertrude H.  
**Introduction to the Gifted.**  
EDRS not available  
McGraw Hill Book Company, 330 West 42nd Street, New York, New York 10036 (\$8.50).

Descriptors: exceptional child education; gifted; teaching methods; identification; student evaluation; acceleration; ability grouping; creativity; motivation techniques; guidance; teachers; checklists; college students; elementary school students; secondary school students; tal-

children, and teacher education of the gifted, the book provides a survey of developments in the education of the gifted. Identification, appraisal, and educational methods from elementary school through college are treated. Consideration is given to ability grouping, acceleration, guidance, motivation, creativity, and teachers of the gifted. Pertinent research findings are reported. A checklist for gifted children (ages 10 and over) is included. (MS)

### ABSTRACT 3434

EC 003 801 ED 041 405  
Publ. Date Mar 68 103p.  
Suchman, J. Richard; Carlson, Sybil B.  
**Demonstration Center: Part II-Elementary School Programs in Scientific Inquiry for Gifted Students.**  
Illinois University, Urbana, Research Board  
Office of Education (DHEW), Washington, D. C.  
EDRS mfc  
OEC-3-10-101

Descriptors: exceptional child research; gifted; teaching methods; inquiry training; program evaluation; demonstration centers; audiovisual aids; instructional films; inservice teacher education; summer institutes; program descriptions; questioning techniques; teacher characteristics

To disseminate inquiry training methods and materials, the project produced instructional films on the methods, prepared a teacher's manual, and conducted an institute to train teachers and administrators in the procedures. Twenty educators from 11 school districts were enrolled in the summer institute as team members and were trained for 4 weeks through seminars, class demonstrations, group discussions, and individual conferences. Teams then returned to their districts where they conducted inquiry training classes with at least one group of gifted elementary or junior high students. Provisions were made for visitors to attend classes, for special demonstrations, and for additional dissemination. Conclusions were that the teams stimulated interest within various school districts and gained experience in conducting inquiry sessions; they also aroused public approval as parents and others requested the continuation of the programs. Most of the districts have continued the training and many have reshaped their programs. Teacher characteristics which were found to be influential were flexibility, objectivity, willingness to turn over the process to the children, sympathy for the process, awareness of children's cognitive needs, and competence in the subject. (RJ)

### ABSTRACT 384

EC 06 0384 ED N.A.  
Publ. Date 73 12p.  
Mohan, Madan  
**Is There a Need for a Course in Creativity in Teacher Education?**

Descriptors: exceptional child research; gifted; creativity; college students; graduate study; teacher education; universities; course objectives; questionnaires; evaluation

Discussed are six steps used to establish need for a course in creativity for senior and graduate students in a university education department, and presented is a list of creativity courses offered in teacher education at some colleges and universities. The following steps are described: a search of research literature, a survey of local faculty thinking, responses from researchers and teachers in the field, a survey of student teachers, a survey of classroom teachers, and results of in-service workshops. Analysis of the evidence is said to have established need for a course in creativity and validity of the six-step procedure. Approximately 70 courses are listed by college/university, course title, level, and credit hours. (MC)

### ABSTRACT 1334

EC 06 1334 ED N.A.  
Publ. Date Win 73 5p.  
Lazar, Alfred L.  
**Reasons Cited by College Students in Teacher Training for Taking an Elective Course on the Education of the Gifted.**  
Gifted Child Quarterly; V17 N4 P274-8 Win 1973

Descriptors: exceptional child education; gifted; teacher education; surveys; teacher attitudes; educational needs; education courses

Reasons teacher education students elected the one class on education of the gifted were surveyed and grouped into categories of credential need, master's degree need, instructor, interested in gifted, and miscellaneous. Findings showed that 22 students indicated a sincere need for study of the gifted. The results had implications for more course offerings on the gifted at the university level and for ascertaining the unique qualities of students and teachers wanting the courses. (MC)

### ABSTRACT 1337

EC 06 1337 ED N.A.  
Publ. Date Win 73 5p.  
Walker, J. Eph James  
**Gifted Teacher, Know Thyself.**  
Gifted Child Quarterly; V17 N4 P288-92 Win 1974

Descriptors: exceptional child education; gifted; self evaluation; test construction; performance tests; inservice teacher education

A programmed self-pacing/instructional instrument (developed for teachers of the gifted) and 'The Role of the Teacher in the Classroom' by E. Amidon and N. Flanders were compared for helpfulness in familiarizing 44 teachers with the Flanders System, which consists of 10 categories of teacher/student verbal interaction. The teachers, who participated in three 4-week summer workshops on

ecated a mean of 59.3 for instrument-using teachers and a mean of 44.2 for book-using teachers on the basis of 75 possible points. The findings had implications for teachers who are prevented from learning self assessment techniques in a formal setting. (MC)

#### ABSTRACT 503

EC 07 0503 ED N. A.  
Publ. Date Nov 74 9p.  
Gtaho, Carroll  
**Teacher Education and Integrating the Humanities.**  
Educational Forum; V39 NL P17-25 Nov 74

Descriptors: exceptional child education; gifted; secondary education; undergraduate study; graduate study; teacher education; teacher characteristics; teaching methods; humanities; instruction;

Observation of characteristics in successful humanities teachers (grade 7 through the master's level) yields suggestions for teacher preparation in the field of humanities. The emphases of a humanities program is on the integration of experience and process. A successful humanities teacher should possess such traits as a desire to synthesize content from many fields, an interest in the whole student, and an ability to perceive relationships between seemingly different aspects of experience. Such a teacher training model must emphasize learning by doing (CI).

#### ABSTRACT 1442

EC 07 1442 ED 102 774  
Publ. Date 73 13p.  
Broome, Elizabeth, Comp.; Fisher, Mary Henri, Comp.

**A Selective Bibliography and Recommended Materials for Teachers of Gifted and Talented Students.**  
North Carolina State Dept. of Public Instruction, Raleigh.  
EDRS mf, hc

Descriptors: gifted; bibliographies; resource guides; exceptional child education; textbooks; theories; creative development; creative expression; instructional materials; educational philosophy; educational psychology; class activities;

The selective bibliography lists approximately 70 books and materials for teachers of gifted and talented students. Arranged alphabetically by author are 32 'practical' books (containing teaching suggestions and activities), 9 'humanistic' books (dealing with psychology and mental health) and 12 'theory' books (on topics such as creativity and intelligence). Also listed are four magazines and 11 other resources such as student book clubs and enrichment games. Entries usually include author's name, publisher's name and address, date, and a brief description. Prices are noted for some entries. (LS)

#### ABSTRACT 2086

EC 07 2086 ED N. A.  
Publ. Date 75 3p.  
Sisk, Dorothy A.  
**Communication Skills for the Gifted.**

Descriptors: exceptional child education; gifted; communication skills; listening; expressive language; group discussion;

A teacher training coordinator stresses the importance of developing gifted children's communication abilities and briefly describes two group dynamics activities ('Circle Partners' and 'Think Pink') for building listening, interpretation and discussion skills. (LH)

#### ABSTRACT 2088

EC 07 2088 ED N. A.  
Publ. Date 75 8p.  
Sisk, Dorothy

**Teaching the Gifted and Talented Teacher: A Training Model.**  
Gifted Child Quarterly; V19 NL P81-875

Descriptors: exceptional child education; gifted; adults; teacher education; Graduate study; teaching methods; Models; imitation; performance based teacher education;

The University of South Florida (Tampa) has evolved a model training program for teachers of the gifted that emphasizes four major components: professional knowledge, specialized courses concerning the gifted, liberal arts, and apprenticeship work experiences with gifted students. Trainees are taught to view themselves as learning facilitators through strategies such as group dynamics, role modeling, and community impact work (Saturday enrichment seminars for gifted pupils and their parents). Twelve competency areas have been identified for teachers of the gifted (such as skill in guidance and in developing creative thinking), and relevant courses are offered. Two masters degree level programs are given: Plan I for certified classroom teachers and Plan II for liberal arts majors who plan to teach. Intensive five week summer programs are also provided for classroom teachers of gifted and talented students. (LH)

#### ABSTRACT 2287

EC 07 2287 ED  
Publ. Date 75 38p.

**Competency-Based Program for Certification: Gifted and Talented.**

North Carolina State Dept. of Public Instruction, Raleigh.

EDRS  
Descriptors: teacher evaluation; state standards; educational accountability; exceptional child education; teacher qualifications; effective teaching; educational programs; instructional materials; records (forms); certification; North Carolina;

Discussed is a competency-based program (CBP) for certifying teachers of gifted and talented students in North Carolina by 1977. It is explained that the CBP offers an alternative to required graduate study and involves a visiting team's evaluation of the teacher's knowledge of the gifted and ability to develop and implement a comprehensive instructional plan. Described are criteria for evaluating teacher knowledge (including teaching methods and selection of instructional materials), ability to develop instruction-

performance (including student involvement and use of materials). A major portion of the document consists of exceptional children; a checklist of desirable teacher characteristics; classroom environmental factors; and student attitudes; examples of instructional strategies such as problem solving and brainstorming; a sample instructional plan for a creative writing course; a bibliography of approximately 25 books; and sample evaluation report forms for use by the visitation committee and by students. (LH)

#### ABSTRACT 2695

EC 07 2695 ED N. A.  
Publ. Date 6p.  
Renzulli, Joseph S.

**A Personnel Training Program for Talent Retrieval.**

Connecticut Teacher (Journal of the Connecticut Education Association 37: P11-21)

Descriptors: exceptional child education; multiply handicapped; gifted; disadvantaged youth; minority groups; graduate study; professional education; leadership; innovation; program descriptions; talent identification; Teaching the Talented Program; University of Connecticut.

The University of Connecticut's Teaching the Talented program is designed to train educational personnel at the graduate level to identify and construct appropriate programs for developing the intellectual and creative talents of gifted disadvantaged students. Persons entering the training program are selected on the basis of educational and experiential background and potential ability as leaders and innovators in such areas as curriculum development, administration, evaluation and counseling. Interrelated program components include theoretical courses dealing with topics such as measuring minority group intelligence and aptitudes, internship experiences in settings such as urban schools and community action agencies, and a series of integrative seminars on topics such as economic and social class and life time education. (For additional information, see EC 071419). (LH)

#### ABSTRACT 3133

EC 07 3133 ED N. A.  
Publ. Date Win 74 2p.  
Freehill, Maurice F.

**Intelligence, Empathy and Methodologic Bias About Teaching the Gifted.**

Gifted Child Quarterly; V19 N4 P247-248

Descriptors: gifted; educational methods; teacher attitudes; teacher characteristics; intelligence level; educational philosophy; exceptional child research;

Data from 93 educators was evaluated to determine if bias toward interactionist (Gestalt, wholistic) views was characteristic of attributes (intelligence and empathy) found in effective teachers of gifted children. Six (self selected registrants in a state sponsored workshop on gifted education) were given three tests to obtain measurements of intelligence, empathy, and interactionist bias. Results showed

**ABSTRACT 3723**

EC 07 3723 ED N. A.

Publ. Date Fal 75 11p.

Coletta, Anthony J.

**Reflective and Didactic Styles for Teachers of Young, Gifted, and Poor Children.**

Gifted Child Quarterly; V19 N3 P230-240

Descriptors: gifted; economically disadvantaged; primary education; teaching methods; performance based teacher education; exceptional child education; student teacher relationship; models; Didactic Teaching; Reflective Teaching;

Described is the use of didactic and reflective teaching styles to improve teacher interaction with primary grade gifted and poor children. It is noted that although effective teaching is a combination of the two styles, research has shown that the didactic style is the predominant teaching mode. Teacher re-training to achieve a balance between the two styles is discussed in areas such as active listening (accepting the child's feelings), sending 'I' messages (providing sincere praise), listening at a fact level (understanding and clarifying the child's ideas), adding nonverbal cues (using facial expressions and hand gestures to facilitate information transmission), and questioning at different levels (asking high level or broad questions). Also provided are tables of a model of reflective and didactic interactional teaching strategies and a taxonomy of levels of thinking, child activities, teacher questions, and teacher strategies. (SB)

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